



NORTH ISLAND
COLLEGE

Student Practice Experiences - Year 2

Students in the second year of the Bachelor of Science in Nursing program at North Island College continue to build on their caring, relational practice skills, expanding their understanding of health and health promotion to focus more on health challenges (illness, poverty, literacy, loss and grief) both chronic and episodic, prevention strategies, healing initiatives, and the nursing approaches that accompany healing initiatives. The community and society are considered as contextual influences on the promotion of health and healing for the individual and the family. As Year Two progresses students gain experience with more complex and advanced health challenges. Students have an opportunity to focus on increasing their relational practice competence with individuals, families and groups, and add a focus on nursing ethics in Semester Four.

Fall (September-December) NUR 204

Winter (January-April) NUR 214

Spring (May-June) NUR 275

The purpose of these practice courses is to provide students with the opportunity to care for clients with chronic and episodic health challenges in a variety of population groups across the lifespan. Participants work with families and individuals experiencing common health challenges (both episodic and chronic) in the home and community, in agencies, and in care facilities to incorporate concepts and learning from all the courses in this semester into their nursing practice. The population groups and examples of practice areas include:

Population	Examples of Practice Areas
Women Children and Youth	Maternity Units, Public Health, Child Development Center...
Young and Middle Adults (Medicine)	Medical Units, Home Care, Comox Valley Nursing Center...
Young and Middle Adults (Surgery)	Surgical Units, Cumberland Dialysis Unit, Community Physiotherapy...
Young and Middle Adults (Mental Health)	Psychiatry Units, Community Mental Health and Addictions, Salvation Army...
Older Adults	Complex Care, Pharmacy, Adult Day Programs...

Students are actively integrating course theoretical concepts into their practice (i.e. pain, nausea, breathlessness, fever, diaphoresis, interprofessional care, and complementary healing modalities, relational practice and ethics). Students are moving beyond the basic psychomotor

skills learned in year 1 (hand washing, measuring blood pressure, weighing and measuring adults, children and infants) and are learning more advanced skills (i.e. neurovascular assessment, administration of subcutaneous medications such as insulin and anticoagulants, basic IV management, care of intermittent infusion devices, suture and staple removal, drain removal, wound irrigation and packing, nasogastric insertion and removal, and urinary catheterization). The students are eager to practice these skills under the guidance of their instructor in direct practice.

Teaching and Learning in the Nursing Program

Student Learning

- ◆ Students are self-directed and take an active role in their learning in the classroom and practice agency in all levels of the program.
- ◆ Students are required to meet minimal semester requirements and practice according to agency policies, the Canadian Nurses Association Code of Ethics, and the College of Registered Nurses of British Columbia Standards of Practice.
- ◆ Students are expected to prepare for their practice experiences by researching the agency and identifying their learning needs and objectives for their practice instructor prior to the experience. These needs vary based on the experience of the student, the learning focus of the semester and the practice opportunities.
- ◆ In discussion with, and at the discretion of, agency personnel, students in indirect practice are encouraged to help or contribute to health promotion or prevention projects/presentations undertaken by the agency.
- ◆ Following the experience students are required to reflect on their own learning from the experience as well as some of their own professional and personal strengths and challenges.

Instructor Role

Nursing instructors provide direct supervision on specific care units and indirect supervision for students in other areas. Instructors will:

- ◆ Be in touch with you about specific learning opportunities while students are in your practice area.
- ◆ Provide Minimal Semester Requirement documents if you would like to see them.
- ◆ Be available to community contacts, agencies and individuals to assist in facilitating the effectiveness of the students' practice and learning experiences and to address concerns when required.
- ◆ Help students develop their understanding of concepts and ideas discussed in class.
- ◆ Pose questions for students to consider while they are in the agency.
- ◆ Help students meet their learning goals and objectives.
- ◆ Work with students to develop their critical thinking and decision-making, relational practice, communication, psychomotor and assessment skills while exploring advocating and leadership skills.

Assessing Student Learning

Assessing student learning is the responsibility of the instructor and students. However, feedback from the agency is encouraged at anytime. To meet course objectives student learning is assessed in several ways. The following are a few examples of how students are assessed:

- ◆ In regular discussions and interactions between instructor and student.
- ◆ Small group discussion with the instructor to share meaningful stories from their experiences and talk about what they have learned that will help them in their future practice.
- ◆ Written assignments.
- ◆ Written self-evaluation their experiences.

The Nursing Faculty appreciates the consideration your agency is giving to providing this valuable learning opportunity to our students. Thank You!

Overview of Nursing Practice Experiences

North Island College: Collaboration for Academic Education in Nursing (CAEN)

An example of nursing practice following one nurse, Jane, through the Revised Curriculum:

Semester One

- Jane did community resource visits to the Comox Valley Nursing Center and the Comox Recreation Center and brought a report back to her classmates.
- She taught “Do Bugs Need Drugs” with 2 other students at a local school to grade 2 students.
- She developed a relationship with a resource family and explored with them their experiences of health.
- She attended two Nurses Work Experiences – one to Eagleview Extended Care observing the RN in her practice and to Public Health to observe the PHN.
- She had an online conversation with an RN in Australia about her practice.
- She attended in the learning center to focus on initial physical assessment processes.

Semester Two

- Jane spent 6 hours per week at the Women’s Transition House for 3 weeks (Adult); 6 hours per week at Berwick House for 3 week (Older Adult); 6 hours at LINC Youth Centre for 3 weeks (Youth) and 6 hours per week at a child care centre (Children) where she developed relationship with healthy people across the lifespan and explored community resources.
- Jane spent 3 hours per week in the learning center focusing on assessment skills.

Consolidated Practice Experience I (CPEI)

- In CPE I Jane spent one week in the learning center developing basic skill such as lifts, body mechanics, and consolidating physical assessment skills.
- She then spent 24 hours in an acute care setting with instructors, and in the learning center completing assessments with healthy community members, across the lifespan.
- She participated in a group health promotion project.

Semester Three

- Jane’s focus this semester was with adults experiencing health challenges. Jane started in medicine in Campbell River where she spent 8 weeks (10 hours per week) on acute

medicine. She also spent time in the community at home care, North Island Liver Services, chemotherapy and hospice care.

- Jane spent 3 hours per week in the learning center focusing on relevant psychomotor skills and assessment.

Semester Four

- Jane's focus this semester was adults experiencing health challenges requiring surgery. She moved to Surgery at SJGH where she spent 8 weeks on the acute surgical unit. She also went to the OR, PAC, endoscopy, dialysis unit and spent time with the community liaison home visit nurse from SJGH.
- Jane spent 3 hours per week in the learning center focusing on more advanced psychomotor skills and assessment.

Consolidated Practice Experience II (CPEII a and b)

CPEII a

- Jane focused on older adults experiencing health challenges. Jane Spent 4 full time weeks in the Older Adult Setting. She was on the acute dementia unit at GlacierView as well spent time with the dietician, the activity aide, and the pharmacist at SJGH.

CPEII b

- Jane's focus was on adults experiencing mental health challenges. Jane moved to Mental Health during this 4 weeks and worked on the acute care unit at SJGH as well rotated through Aids Vancouver Island, Community Mental Health and spent time with the Crisis Nurse.

Semester Five

- Jane's focus was on family centered care, and children experiencing health challenges. Jane moved into the Maternal Child placement and worked on the Mat/Peds unit at SJGH as well spent time in the Child Development Center, with lactation consultants, in Public Health and with local midwives.
- Jane spent 3 hours per week in the learning center focusing on more complex psychomotor skills and assessment of clients experiencing multi-system failure.

Semester Six

- Jane's placement this term was with the World Community Development Education Society to explore global health issues and continue to build links between the community and North Island College. This focus on community development provided opportunities to work with groups, develop projects and see the significance of networking in building community capacity.

Consolidated Practice Experience III (CPEIII)

- Jane spent 8 weeks consolidating her acute care skills on the surgical unit at Campbell River. She worked with a preceptor in this placement.

Semester Seven

- For her leadership project, Jane worked with the infection control nurse at SJGH to develop understanding and build relationships to improve the percentage of staff members receiving the flu vaccine. She assisted in educating staff, organizing clinics and providing vaccines. She compiled the data and related that to provincial figures in other hospitals. She then prepared a report of her recommendations for the infection control nurse.

Semester Eight

- Jane chose to spend her final 16 week practicum working towards independent RN practice with Mental Health and Addictions as a focus, dividing her time between Acute Psychiatry at St. Joseph's Hospital, Comox, and Mental Health and Addictions Services, Comox Valley. During her time at MHAS, she observed and participated in triage, intake, (ACSS and ASTAT), self-help groups, evening group sessions, counseling, street outreach connections, and other areas encouraged by her mentors.